DOCUMENT RESUME

ED 192 497 EC 130 159

TITLE The Role of a School Board Member in the Education of Children with Handicapping Conditions.
INSTITUTION New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.
PUB DATE Mar 80
NOTE 43p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Board of Education Role; Boards of Education; *Disabilities; Due Process; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; Mainstreaming; Program Development; *Special Education; Student Placement
IDENTIFIERS New York

ABSTRACT

The guidelines discuss the role of the New York Board of Education in the education of children with handicapping conditions. Specific sections address roles regarding relationship to the Committee on the Handicapped, identification of children needing special education, development of individualized education programs, assurance of nondiscrimination and access to special education in the least restrictive environment, provision of due process, and monitoring and training. Also included are a local district guidelines checklist, a request for information checklist, and a timeline for developing individualized education programs. (CL)

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the role of a SCHOOL BOARD MEMBER in the education of children with handicapping conditions

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for Education of Children with Handicapping Conditions
Albany, New York 12234
March 1980

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THE ROLE OF A SCHOOL BOARD MEMBER IN THE EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS

Introduction

The Board of Education on which you serve is the decision-making body for the education of children in need of special education.

As a member of the Board of Education, you have the responsibility of ensuring that special education programs and related services are suitable, available and accessible to all children with handicapping conditions who reside in your district and who are eligible for special education.

Based upon the recommendations of your Committee on the Handicapped (COH), you must determine whether or not a child is in need of special education and you must provide the appropriate educational programs and services at no cost to the parent. Your resulting decisions on behalf of the child must be made and reviewed annually in keeping with the laws of New York State, the Rules and Regulations of the Commissioner of Education and local school district policy.

The next few pages of this document present an overview of the responsibilities of Boards of Education and the supportive functions of the Committees on the Handicapped as extracted from Article 89 of New York State Education Law and Part 200 of the Rules and Regulations of the Commissioner of Education. This overview is followed by a narrative section which addresses some of these roles and responsibilities in greater detail. The final section provides you with a checklist for assessing the current status of your district's policies, procedures and guidelines which pertain to this area of responsibility.

Primary Responsibilities of the Board of Education for the Education of Children with Handicapping Conditions	Supportive Functions of the Committee on the Handicapped In Serving the Board of Education
1. Establish a Committee on the Handicapped to serve at the pleasure of the Board of Education.	1.1 To serve at the pleasure of the Board, performing at least the following functions.
2. In certain districts, determine the number of subcommittees to be appointed upon the recommendation of the Committee on the Handicapped.	2.1 To submit recommendations to the Board of Education regarding the establishment of subcommittees in accordance with subdivision 200.3 of the Commissioner's Regulations.
3. Ascertain the number of handicapped children in the district under the age of twenty-one years and the nature of the handicapping condition of each such child; locate and identify all handicapped children from birth to twenty-one years of age who reside in the district.	3.1 To identify, review and evaluate at least annually the status of each handicapped child and each child thought to be handicapped who resides within the school district; to obtain written parental consent for evaluation. 3.2 To review and evaluate all relevant information pertaining to each handicapped child to ascertain the physical, mental, emotional and cultural-educational factors which may contribute to the handicapping condition and which bear on the child's progress.
4. Make available a register of public or private agencies and other resources within the county from which a parent or legal guardian may obtain an independent evaluation of the child.	4.1 See 6.1 below
5. Maintain a register containing the names of each handicapped child who resides in the district, the nature of such child's handicapping condition, and the educational placement, if any, of such child.	5.1 To maintain and update the register of all handicapped children residing in the district.
6. Make provisions for the selection of individuals willing to appear on behalf of a child under circumstances where the child's natural parents or guardians are unknown or unavailable or where the child is a ward of the State (surrogate parents).	6.1 To provide the parents of the child written prior notice of its recommendation that the Board of Education modify, continue or change the identification, evaluation or educational placement of the child; to advise the parents of their opportunity to address the Committee regarding the pending recommendations; to notify parents of their right to due process and their right to an independent evaluation (see RRC 200.5 (b) (2vi)).

7. Provide for the preparation of an individualized education program for each handicapped pupil.	7.1 To obtain written parental consent prior to the child's entrance into a special education program for the first time or to a change in program placement; to arrange for the completion of the IEP in the agreed setting pending final placement.
8. Select the most reasonable and appropriate special service or program for such children upon receipt of the recommendations of the Committee on the Handicapped or the findings of a hearing officer.	8.1 To recommend appropriate educational programs and placements to the child's parent and the Board of Education; to recommend the continuation, modification or termination of special class or program placements; to furnish the child's parent and the Board of Education with a written evaluation setting forth the reasons for COH recommendations. The recommendation should include: a. classification of the handicapping condition(s) b. recommended special education program and needed related services including transportation c. report of evaluations upon which the recommendations are based.
9. Provide written notice of its determination to the parent or legal guardian. If the determination of the Board of Education is not consistent with the recommendations of the Committee on the Handicapped, such notice shall include a statement of the reasons for such determination which shall identify the factors considered by the Committee on the Handicapped in its evaluation.	
10. Appoint an impartial hearing officer to hear an appeal by the parents or guardians of a child regarding the timeliness or nature of the recommendation of the Committee on the Handicapped or the determinations of the Board.	
11. Provide suitable transportation to and from special classes and programs with the exception of residential facilities for the care and treatment of children with handicapping conditions under the jurisdiction of an agency of the State other than the State Education Department.	11.1 Recommend transportation along with other related services needed by the student.
12. Notify the Commissioner if the Board cannot secure appropriate special service or program within the State to meet the needs of the child.	

13. Furnish suitable educational opportunities for handicapped children by rendering special services and programs as determined by the need of the individual child.

13.1 To advise the Board of Education concerning the nature and schedule of re-evaluations of handicapped children provided, however, that each child in a special class be re-examined by qualified appropriate school personnel at least once every three years.

13.2 To make or to have made periodic (at least annual) evaluations of the adequacy of programs, services and facilities for handicapped children.

13.3 To report at least annually to the Board of Education on the status of programs, services and facilities made available by the school district and to keep such reports on file for inspection by State Education Department officials.

14. Maintain a summary of child data on file in the school district and submit such summaries to the State Education Department as required; report the register of handicapped children to the District Superintendent of the supervisory district in which the district is located as annually required.

14.1 To assist the Board in sending information pertaining to a handicapped child to the child's home district in cases where that district has contracted for the child's education.

The Board of Education is responsible for deciding upon the classification, arranging for the completion of the IEP and determining program placement.

The Committee on the Handicapped is a recommending body. Its recommendations on the identification, completion of the IEP in the recommended special program setting and final program placement must be forwarded to the Board of Education and the parents by written notice prior to a final Board decision.

No decision to modify, change or continue the classification or educational program placement of a child shall be implemented without the provision of Procedural Due Process unless the Board of Education and the parents or guardians otherwise agree. Such agreement is by Board authorization and prior written parental consent.

A Topical Index of Board of Education Responsibilities with Reference to Federal and State Law and Regulations

Major Board of Education Responsibilities (see pp 2-4)	Federal Regulations PL 94-142	NYS Law Article 89	Commissioner's Regs. Part 200
1. Appointing Committee on the Handicapped	§121a.532(e)	§4402-1.b.(1)	200.3(a)
2. Appointing Sub-Committees		§4402-1.b.(1)(b)	200.3(b)-(c)
3. Conducting Census	§121a.128	§4402.1a	200.12(a)
4. Register of Independent Evaluation Agencies	§121a.503	§4402-3	200.3(d) 200.5(b)(2)(vi-vii)
5. The Register of Handicapped Children	§121a.128	§4402-1.a	200.12
6. Surrogate Parent Selection	§121a.514		200.7(a-c) 200.5(c)(6)
7. Preparation of the IEP	§121a.340-349	§4402.2a	200.4(f)(1-2)
8. Determining Programs and Services	§121.533	§4402-2.(a-b)	200.4 200.5(d)
9. Written Notice of Determination	§121a.504-505	§4402-2.b.(2)	200.5(b)(2) 200.1(h)
10. Appointing Impartial Hearing Officers	§121a.506-513	§4404-1	200.1(f) 200.5(c)(1)
11. Provisions of Suitable Transportation	§121a.13	§4402-4	200.14 200.1(s)
12. Notifying Commissioner re: Out-of-State Placements	§121a.401-402	§4402-2b.(3)	200.8(a-c)
13. Providing Special Programs and Services	§121a.551-554	§4402-2.a	200.4 200.1
14. Maintenance of Data and Reporting	§121a.232-233 §121a.560-576	§4402.1.b.(3)(f)	200.12(b)-(f) 200.15

The Role of the Board in Relation to the Committee on the Handicapped

State law requires that the Board of Education appoint a Committee on the Handicapped or contract with another school district or a Board of Cooperative Educational Services for the services of such a Committee. The Committee on the Handicapped serves at the pleasure of the appointing Board and the members of the Committee must include at least a school psychologist, a teacher or administrator of special education, a school physician, and a parent of a handicapped child residing in the school district. These four mandated members must be present at a Committee meeting in order for action to be taken. It has been determined that the appointment of a Board member to serve on the Committee would establish a conflict of interest and, therefore, is not appropriate. It is recommended that Boards of Education appoint persons who have skills and expertise that are desirable for effective functioning of the Committee on the Handicapped. The Board should establish guidelines for the COH which include:

- specific professional and personal qualifications of members
- the number of members
- term of appointment
- method for selection of a chairperson
- procedures for appointment, resignation or removal of members
- the responsibility and authority delegated to the Committee
- ways and means of reporting to the Board of Education.

A Board may, depending upon the size of the district, appoint subcommittees to assist the district Committee in carrying out its responsibilities. Such appointments should be made upon recommendations of the Committee on the Handicapped that are in keeping with the Rules and Regulations of the Commissioner of Education (Subdivision 200.3).

The Committee on the Handicapped submits reports and recommendations directly to the Board of Education. This, however, does not prevent the Board from seeking the advice and counsel of other individuals, provided the child's rights to confidentiality and due process of law are preserved.

The Role of the Board of Education
In Locating and Identifying Children in Need of Special Education

Census and Register:

The Board of Education is directly responsible for locating and identifying children from birth to twenty-one years of age who reside in the district and are in need of special education. The Board is responsible for seeing that a school census is conducted or that other practices are in operation to maintain accurate information about these children and their educational status. This information must be recorded in a register which is continually updated and maintained by the Committee on the Handicapped. The register may be viewed as the source of data that are required for various reports to be on file at the local district, forwarded to the District Superintendent of the supervisory district in which the district is located or to the State Education Department. Boards of Education should ensure that the register is designed and maintained by the Committee in a manner which facilitates such annual reporting through the Chief School Officer. The most common methods of ensuring that an accurate register is developed and maintained are the annual census, preschool screening programs and an effective system for referring children to the Committee on the Handicapped. Whatever method the district uses to collect the data, the register must include information about the number and types of handicapping conditions, the names and ages of handicapped children and their program placement or reasons why they are not receiving an appropriate education.

Referral and Identification of Children in Need of Special Education:

A child identified as needing special education is a child under the age of 21 who is entitled to attend public schools pursuant to section 3202 of the Education Law and who has been identified through appropriate evaluation and assessment as having an impairment arising from mental, emotional or physical factors, or any combination thereof which interferes with the child's ability to benefit fully from regular education programs.

When a Board of Education is notified in writing by a child's parent or guardian, by a professional staff member of that district, or by a licensed physician that there is reason to believe that the child is in need of special education, the Board must provide for the determination of the child's eligibility for such an education within thirty school days of the date the referral was received. The Committee on the Handicapped is the body to which the Board turns for recommendations.

It is recommended that the district develop and utilize a standard form in accepting referrals since the process of identification and placement begins when a child is referred to the Board or the COH acting on its behalf. The referral form should include at least the following information:

- name and address of child and parents
- dominant language spoken in the home
- reason for the referral
- date of referral
- name and position of the person making the referral.

Evaluation:
Upon receipt of a written referral of a child thought to be handicapped and in need of special education, it is the Committee on the Handicapped that conducts the necessary determination of eligibility. With prior written parental consent, it may seek additional evaluative data in order to recommend a program placement that will meet the needs of the child. Current evaluations, such as social history, physical, pyschological, and other suitable examinations are required in order to provide an appropriate comprehensive evaluation upon which the COH can base its recommendations. Evaluation is conducted to determine eligibility for special education services and to plan individual programs; the results of the evaluation must be forwarded to the Board and the child's parents by the COH with its recommendations.

Parental Consent and Continuing Involvement:
The district must notify the parents of its intention to evaluate a child, the evaluations to be conducted and how the information is to be used. This notification must also include information about the parent's right to withhold consent and to disagree with the evaluation data that are finally obtained. Written parental consent must be obtained before the preplacement evaluation can be conducted; the parent must be given the opportunity to contribute evaluative material for consideration by the Committee and to discuss the Committee's findings and recommendations before they are submitted to the Board for final action. In summary, the Board must ensure that parents of children thought to be in need of special education are initially and continually informed of their right to be involved in the decision-making process and of their right to impartial hearings should they disagree with the recommendations of the Committee on the Handicapped or the decision of the Board. If it becomes known that no parent is available to represent the child, the Board may have to appoint a surrogate parent who will be responsible for protecting the educational rights and interests of the child.

Communication Using Primary Language Spoken at Home:
It is recommended that the district ascertain the primary language spoken at home during the early stages of communication with the parents. Communication in the primary language of the home is required; knowledge of this also allows the district to make arrangements for translators, interpreters, and written matter which will facilitate communication with the parents and a fair unbiased evaluation of the child referred.

COH Review of Data:
Once written consent has been given, the evaluation of the child can begin. The school district may find it helpful to develop a checklist that documents the activities of the various personnel who are involved in the identification process. For example, the checklist may indicate the date the referral was made, when written parental consent was received, when the evaluations were conducted, when the COH met to discuss recommendations with the parents and other essential check points. The person(s) designated to schedule evaluation times, arrange meetings, forward information to COH members, parents, and the Committee on the Handicapped could use the checklist to help organize the referral, identification and recommendation activities.

Access to Records and Confidentiality:
Federal law provides that parents and students who are at least 18 years of age or attending a postsecondary educational institution may have access to their child's or their own educational records and the right to challenge those records should they be inaccurate, misleading or otherwise inappropriate. In maintaining these centrally located records, personally identifiable information that must be held in the strictest confidence includes:

. the name and address of the child and parents

. personal identifiers, such as a social security number

. other identifiers, such as personal characteristics, which distinguish the child's identity.

It is recommended that the Board review its policies regarding the maintenance of confidential material, including who has access to the records and how information contained in the record can be challenged by parents and students.

The Role of the Board of Education in Developing Individualized Education Programs

Federal law requires that an Individualized Education Program (IEP) be developed for children found to be in need of special education and related services. An IEP is a document, written and revised at least annually, that outlines a plan for providing an educational program based on the unique needs of the child.

It is a responsibility of the Board of Education to provide for the preparation of an IEP. The IEP document is to be completed in a planning conference that involves the child's teacher, the child where appropriate, the parent or guardian, a representative of the school district, other than the child's teacher, who is qualified to provide or supervise the provision of special education, and other individuals at the discretion of the parent or the district. A person who is familiar with the evaluation procedures used with the child must also be included if the child is entering special education for the first time. Given the involvement of the Committee on the Handicapped, the development of an IEP begins when the need for assessment of the child is expressed in the referral to the Board. The activities involved in the development of the IEP can be categorized under two major events:

. Phase I - the COH meeting

. Phase II - the IEP Planning Conference

Phase I:
During the preplacement evaluation process, the COH reviews the data and discusses its findings and recommendations for providing the needed special education program placement with the parents. This information is sent to the Board for use in authorizing a continuation of evaluation in the recommended program and making final decisions regarding educational placement. The COH must send a copy of its recommendations to the parents and also send notification of due process procedures so

that they may act appropriately if they disagree with the recommended classification and placement. If the child is to be placed in a special education program for the first time, or if the COH recommends a change in program placement, prior written parental consent is required before the new or changed placement is implemented and finalized.

Phase II:
The completion of the written IEP takes place at the planning conference. It is based on the information and determinations from Phase I activities and, with parental and Board consent, from continuing diagnostic activities in the recommended special education setting. If either the parent or the Board does not authorize the continuation of preplacement evaluation in the recommended setting, the IEP still must be completed prior to final program placement. In any event, the IEP is the basis upon which the Board finally determines the special education program and placement of the child. The timeline, beginning with the receipt of a referral and ending with the completion of the IEP and final placement, may be found on page 29 of this document.

Content of the IEP:
Although each district in New York State has the flexibility to design its own IEP form to meet local needs, the Board must ensure that the IEP includes the following:

- a statement of the child's present level of educational performance
- annual goals, including short-term instructional goals
- a statement of the specific educational services and instructional materials to be provided to such student, and the extent to which the student will participate in regular education programs
- the dates for initiation and anticipated duration of such services
- appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

Annual Review:
The process of reviewing the IEP occurs on two levels:

- evaluating the progress of the child in regard to attainment of instructional objectives, assessed on an on-going basis by teacher(s) and parents throughout the year
- evaluating the progress of the child in regard to appropriate program placement for next year, based on COH review of the child's progress in the Least Restrictive Environment.

Based on the review, recommendations are developed by the COH with the parent prior to sending them to the Board. This review must be conducted on an annual basis for all children receiving special education.

High School Diploma for the Handicapped:

All students have the right to graduate from high school upon meeting the minimum standards for attaining a high school diploma. One such standard is successful completion of the Regents Competency Testing Program. This testing program has recognized the special needs of some handicapped children. Therefore, alternative testing techniques such as the use of an abacus during the math exam or an oral presentation of the reading test for certain pupils, can be authorized by the school principal if these alternatives have been prescribed in the child's IEP. The chart on the following page displays the currently approvable alternative testing techniques which may be used.

It has also been recognized that some handicapped children may not be capable of passing the Regents Competency Examinations and, therefore, would never earn a diploma. Currently, only students who are identified as mentally retarded (students who, on the basis of comprehensive evaluations, which include individual psychological examinations, are determined to possess general intellectual capacities that fall lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction, but may be expected to profit from special education programs) may be eligible for a school certificate upon successful completion of an individualized education program.

Clearly, the handicapped child's achievement of a high school diploma or eligibility for a school certificate is dependent upon an appropriate long-term individualized education program which provides for the special learning and testing needs of the child. The nature of a child's handicap should not be used to presume that the child cannot achieve the minimum competencies and requirements for earning a high school diploma. An objective consideration of the child's potential for achieving either a diploma or a certificate should be given early in the child's intermediate and secondary educational program so that necessary services and remedial activities are provided in a systematic manner.

The Board's Responsibility In Assuring Nondiscrimination and Access to Special Education in the Least Restrictive Environment

Equal opportunity for the handicapped to participate in regular education and other experiences, without exclusion because of their handicapping condition, is a right protected by law. The intent of the law is to provide participation in the "mainstream" of life to the fullest extent possible for each handicapped person.

Under Section 504 of the Vocational Rehabilitation Act of 1973, the Board is responsible for seeing that schools of the district do not discriminate against handicapped children on the basis of their handicap and that appropriate educational programs are available to them. The Board must provide for the education of the child with children who are not handicapped unless it can demonstrate that with the use of supplementary aides and services, the education of the child in the regular education program environment cannot be satisfactorily achieved. If, to assure satisfactory achievement, the child needs to be placed in a setting other than the regular education setting, the Board must consider the nearness of the alternative setting to the child's home. This is the concept of Least Restrictive Environment; a policy for educating handicapped children in the Least Restrictive Environment is the Board's control over decisions which might unnecessarily separate the children from their nonhandicapped peers or their homes.

MODIFICATIONS IN COMPETENCY TESTING PROCEDURES FOR CHILDREN WITH HANDICAPPING CONDITIONS

Symbols

X - Authorized
O - Authorized as of March 2, 1979

Modification in Testing Procedure	Handicapping Condition								
	MR	ED	SLD	OHI	SSLI	D	HH	OI	VI
Time Limit Extended or Waived		X	X	X	X	X	X	X	X
Examination Administered in Special Location		X	X	X	X	X	X	X	X
Questions Read to Student: Math and Writing Tests*			X		X	X		X	X
Questions Read to Student: Reading Test*			O		O	O		O	O
Answers Recorded in any Manner			X	X		X		X	X
Student Permitted Use of Calculator or Abacus: Math			O						O
Student Permitted Use of Calculator or Abacus: Test									
Questions Omitted and Credit Prorated									X
Examination Copy Provided in Braille and Large Type									X

Notes

*Includes the use of sign language and cued speech
If possible, an audio or visual tape could be used--reading test

MR — Mentally Retarded
ED — Emotionally Disturbed
SLD — Specific Learning Disabled
OHI — Other Health Impaired
SSLI — Severely Speech/Language Impaired
D — Deaf
HH — Hard of Hearing
OI — Orthopedically Impaired
VI — Visually Impaired

The child's IEP, as developed with the parent by the COH and in a planning conference, determines what is the most appropriate program for a child. For example, a residential school placement may be determined to be the most appropriate program for a child who is classified as being multiply handicapped. For another child with a multiplicity of handicapping conditions, the appropriate recommendation may be for placement in an education program in a public school setting within the school district. The typical placement alternatives for providing special education programs and services are described below.

Regular Program:
In this setting, the child receives regular classroom instruction available to all children. Indirect services in the form of consultation to the classroom teacher may be available from instructional specialists, administrators, or other members of the instructional staff. Specific suggestions for certain children may include procedures related to modification of curriculum, individualizing instruction or use of specialized methods or materials. Indirect services may also be provided through inservice training of related regular and special education professional staff.

Resource Program:
The services in this program are provided directly to the child. They range from itinerant services for specific instruction on a limited basis to maximum involvement in a resource room setting. While the child may be considered educationally handicapped and receiving special education in the resource room, (s)he is in the regular classroom and interacts with peers during the majority of the instructional day. Appropriate related services may also be provided. It should be noted that the child may not be away from the regular classroom for more than 50 percent of the school day.

Part-Time Special Program:
With part-time special program involvement, the child's educational base is in a special education classroom. The child enters the regular program part of the day for academic and/or special subjects such as music, art and physical education.

Full-Time Special Program:
In this program student needs are great enough to require a self-contained special class on a full-time basis. The entire class may receive nonacademic instruction from special subject teachers but not with their regular class peers. At the extreme, the special class teacher would provide all academic and nonacademic instruction to the class. A full-time special class would be located in a regular education program facility within the home district, neighboring district or a BOCES area.

Special Day School Program:
This program is similar to the full-time special class except that it is in a special school serving only handicapped children. Placement in this setting is based on severity of handicap. These programs may be provided by a school district, BOCES, or an approved private school or agency. In this setting, the child is able to continue to live at home and is transported to and from school on a daily basis.

Residential Program:
The needs of the child in this setting indicate intensive instructional programming which cannot be provided within the instructional day. This program involves the provision of comprehensive services twenty-four hours per day in publicly or privately supported residential settings.

Home Instruction:
Children provided home instruction are those who are homebound or hospitalized for an extended period of time due to the nature of their handicapping condition.

The Committee on the Handicapped's recommendation and the Board's decision to initiate, change or continue the placement of a child in this continuum of alternative settings may not be implemented without prior parental notification and consent or the provision of other aspects of procedural due process outlined below.

The Role of the Board of Education in Providing Due Process of Law

The appropriateness of the Board's annual decision to change, modify or continue the provision of special education by placing the child in one of the program settings described above is determined through the involvement of many responsible persons, including the Board itself, in the decision-making process. Boards of Education need to be aware that decisions which place children in more or less restrictive settings cannot be implemented until the children have been provided certain constitutional safeguards. These safeguards are reflected in the individual's right to due process of law. It is essential that a Board ensure the control of decisions and actions through due process procedures that are accessible to the parents or guardians of children, the children themselves and to school district officials. Such procedures must be available to prevent inappropriate or irresponsible action by any party to a decision that impacts upon the interests of the child.

Formal Due Process:
Due Process is a series of procedural safeguards, required by law and established in policy by the educational agency. If individuals are faced with pending decisions or actions which will affect their educational programs, they must have the opportunity to be heard as well as the right to an impartial resolution of any disagreement with the decisions or actions before they are implemented. Due Process is defined in education law and regulation at both the State and Federal level. These definitions generally include the following characteristics:

1. written notice of proposed action

2. right to a hearing prior to final action

3. right to counsel at the hearing

4. right to present evidence

5. right to full access to relevant school records

6. right to compel attendance of, confront and cross-examine involved school officials or employees

7. right to an independent evaluation

8. right to have hearing open or closed to the public

9. right to an impartial hearing officer.

Resolution of Disputes - Informal Discussion:
Conflicts between parents and school districts usually arise in four areas: evaluation, identification, recommendation and placement. The district should handle a disagreement about what is being done or should be done in the child's best interest, first on an informal basis, through discussions and meetings among parents and school personnel arranged by the Committee on the Handicapped or through the administrative offices. Such discussion may allow for parties to resolve their differences and avoid costly Due Process procedures.

Appointing Impartial Hearing Officers:
It is the Board's responsibility to appoint an impartial hearing officer to conduct any hearing requested in writing by a parent or guardian regarding the recommendations of the Committee on the Handicapped or the final determinations of the Board of Education. The hearing officer may be selected from a list of hearing officers which includes their qualifications and which the Board must maintain. If the persons on this list are not satisfactory, other means of selection may be used provided that the appointed officer may not be a person who is an employee of a public agency which is involved in the education or care of the child or a person having a personal or professional interest which would conflict with his or her objectivity in the hearing. The Board must also ensure that interpreters are provided the parties to the hearing to accommodate those who may be deaf or do not understand the language spoken at the hearing.

The appointed hearing officer should know the law and regulations and be knowledgeable and competent in arranging for, conducting and concluding the hearing. These competencies include an ability to analyze and evaluate testimony and evidence as well as the writing of clear and concise decisions.

The impartial hearing officer must be prepared to render a decision based solely upon the findings of fact entered into the record of the proceeding and mail a copy of the decision to the parents and to the Board of Education not later than

45 calendar days from the date that the Board receives the written request for the hearing. The decision must set forth the reasons and factual basis for the determination and include a statement advising the parents and the Board of their right to obtain a review of the decision by the Commissioner as provided by State and Federal law. A copy of each impartial hearing officer's decision must be mailed by the Board within five (5) days of its receipt to the State Education Department, Office for Education of Children with Handicapping Conditions.

The Board's Role in Monitoring and Training

The Board of Education has important responsibilities for both monitoring and training at the district level. The Board is responsible for monitoring the provision of programs to handicapped children in the district as well as monitoring the performance of the district Committee on the Handicapped. It is important for the Board to be familiar with the Commissioner's Regulations concerning the provision of educational programs for handicapped children and the required responsibilities of the Committee (see next section). The Office for Education of Children with Handicapping Conditions assists Boards of Education in carrying out the monitoring function. The Regional Offices have been established and are located throughout the state. These offices are staffed by coordinators and Regional Associates whose primary responsibilities are to monitor local school districts, Boards of Cooperative Educational Services and programs in the private or nonpublic sector to ensure compliance with state and federal regulations governing the education of children with handicapping conditions. The Regional Associates may be viewed as valuable resources to review and advise local school districts. A map locating the Regional Offices by region served, their mailing addresses and telephone numbers, may be found on page 20.

The Board of Education also has an important responsibility in the area of training. The Board should provide for the inservice training needs of staff to ensure that they are appropriately prepared to carry out their professional responsibilities. Many individuals who now have involvement with educational programs for the handicapped have not necessarily received training in this area during their professional preparation. Therefore, the Board should determine what inservice training the staff needs to carry out their responsibilities in educating the handicapped, and provide the necessary inservice to meet these needs. The Office for Education of Children with Handicapping Conditions can assist the Board in providing this training through training programs offered by the Bureau of Program Development. The Bureau coordinates a network of Special Education Training and Resource Centers (SETRC) located throughout the state. This network assists the Bureau in carrying out training objectives of the State Plan for the education of children with handicapping conditions. The Bureau also conducts many direct training activities such as training for Committees on the Handicapped and regular education administrators. A more complete description of the SETRC network is included in the back of this manual. (page 21)

It is important for the Board not to overlook its responsibilities in the area of monitoring and training. While the resources of the State Education Department are available and can assist the Board in many ways, it is still important for the Board to recognize its major responsibility in this area.

AN INSTRUMENT TO ASSESS THE NEED FOR LOCAL SCHOOL DISTRICT BOARD OF EDUCATION AND ADMINISTRATIVE GUIDELINES RELATED TO THE EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS

The Rules and Regulations of the Commissioner, as they reflect State and Federal Law, set forth State policy regarding the identification, placement, instruction and review of each child thought to be handicapped. Outlined below is a checklist of critical areas to be addressed in any assessment of a local school district's policies and procedures in light of these State and Federal mandates.

Local District Guidelines should address:	Current District Guidelines need development	Current District Guidelines are satisfactory
Referral and Preplacement Evaluation:		
a. The process and form for referral of all children thought to be handicapped for timely consideration by the Committee on the Handicapped.	a. _____	a. _____
b. The accessibility and confidentiality of student records.	b. _____	b. _____
c. The process for conducting preplacement evaluations, including the form for prior notification and written parental consent.	c. _____	c. _____
d. The process for initiating and conducting informal meetings and hearings by either the parent or school district in the event that there is disagreement regarding preplacement evaluation activities.	d. _____	d. _____
The Development of COH Recommendations:		
e. The establishment of a Committee on the Handicapped to include the four mandated members, other members appointed by the Board of Education and the conditions under which formal COH action may be taken.	e. _____	e. _____
f. The inclusion of the parents and other individuals at the discretion of the parents in the development of Committee recommendations as to the classification and placement of a child to be made to the Board of Education or trustees.	f. _____	f. _____
g. The format of formal recommendations forwarded to the Board of Education and to the parents to facilitate Board action by resolution and the preparation of an individualized education program.	g. _____	g. _____
h. Providing Due Process to parents in the event of objection to COH recommendations.	h. _____	h. _____
Board of Education Determination:		
i. The formulation and adoption of Board resolutions based on COH recommendations in keeping with the needs of individual children and their rights to confidentiality.	i. _____	i. _____
j. The process and form for notifying parents of Board of Education determinations, requesting parental consent to initial placement and informing parents of due process rights and responsibilities.	j. _____	j. _____
k. The process by which Board determinations are implemented by school district administration, including the district's rights and responsibilities in due process should parental consent to placement be withheld.	k. _____	k. _____

Planning Conferences and the Development of an IEP:

l.	The roles and responsibilities of school district officials in initiating and coordinating a planning conference for the preparation of an IEP.	l. ____	l. ____
m.	The roles and responsibilities of instructional staff in the development of the IEP (special education teacher, regular class teacher and related service providers).	m. ____	m. ____
n.	The process for forwarding information developed by the COH and considered by the Board of Education to the individuals to be involved in the planning conference, conducted as a result of both in-district and out-of-district program placements.	n. ____	n. ____
o.	The format of the IEP document to be used by the local district.	o. ____	o. ____
p.	The inclusion of parents and other individuals at the discretion of the parent in the planning conference, including the opportunity to prepare for the planning conference.	p. ____	p. ____
q.	The parent's right to Due Process procedures in the event of disagreement with the IEP developed in the planning conference.	q. ____	q. ____
r.	The procedures for forwarding completed IEP documents to all appropriate persons so as to ensure that all enrolled children who are educationally handicapped have an IEP on file in the district of residence.	r. ____	r. ____

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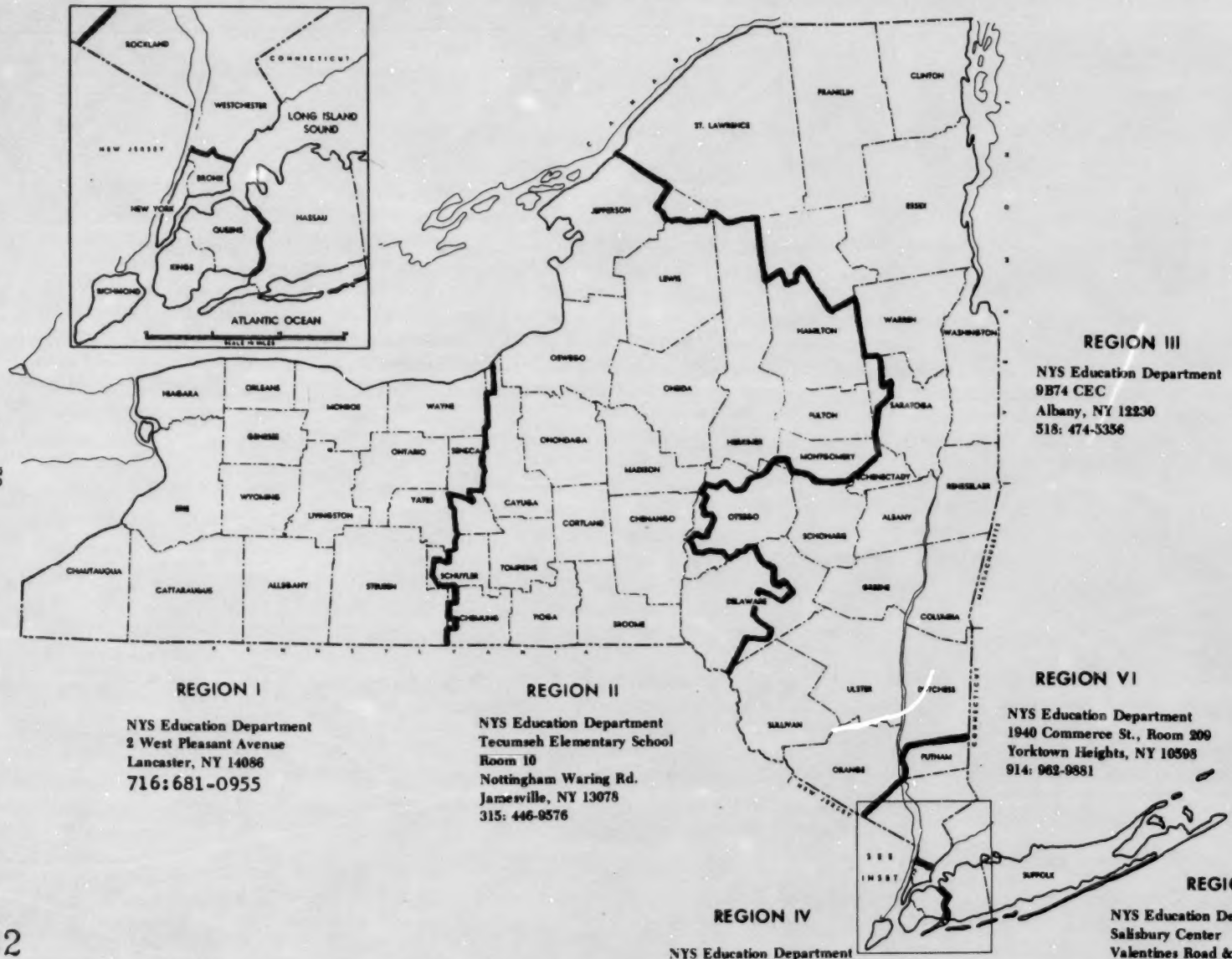
IEP Implementation and Review:

s.	The way in which instruction as prescribed in the IEP is supervised or monitored by the school district.	s. ____	s. ____
t.	The frequency and form of reporting student progress in achieving objectives of the IEP, including indications of who is to receive such reports.	t. ____	t. ____
u.	The frequency and reporting format of individual student reviews (the COH must review the status of each child at least annually and report its findings to the Board of Education).	u. ____	u. ____
v.	The role of the planning conference in the review of the IEP process and the development of updated IEP's following Board determinations to continue, change or modify program placements.	v. ____	v. ____
w.	Time schedules for COH meetings and IEP Planning Conferences.	w. ____	w. ____

OECHC REGIONAL OFFICES AND AREAS SERVED



REGION I

NYS Education Department
2 West Pleasant Avenue
Lancaster, NY 14086
716: 681-0955

REGION II

NYS Education Department
Tecumseh Elementary School
Room 10
Nottingham Waring Rd.
Jamesville, NY 13078
315: 446-9576

REGION III

NYS Education Department
9B74 CEC
Albany, NY 12230
518: 474-5356

REGION IV

NYS Education Department
World Trade Center
Tower II, Room 8424
New York, NY 10047
212: 488-4450

REGION V

NYS Education Department
Salisbury Center
Valentines Road & The Plain Road
Westbury, NY 11590
516: 997-8700

REGION VI

NYS Education Department
1940 Commerce St., Room 209
Yorktown Heights, NY 10598
914: 962-9881

Do You Need Training and Information On Educating Handicapped Children?

The education of children with handicapping conditions continues to be a challenging field. Changes occur in the laws and regulations established by the Federal and State government. New research is continually being designed and undertaken. Methods and materials of a specialized nature are being produced and marketed.

A variety of personnel from the education community, human and social services agencies and parents are required to work cooperatively to effectively help children with handicapping conditions. Increasing numbers of special children are being integrated into more normal settings, causing teachers and administrators to assume new roles and responsibilities. Parents are becoming participatory planners in the development of individual education plans for their children. The need for current information, appropriate resources and relevant training is great. To meet this need, the State Education Department, Office for Education of Children with Handicapping Conditions (OECHC), administers and supports a network of 50 State Training Centers. The centers are called Special Education Training and Resource Centers (SETRC). They are located in the Boards of Cooperative Educational Services (BOCES) throughout the State and in large city school districts. They are the local contact points for obtaining resources, information and training related to the education of the handicapped. Each center disseminates publications, information about training, and other services available from the OECHC, Division of Development Support Services, Bureau of Program Development. The following material is designed to help you to use the services available through the State Training Network.

Who may use the centers?

- Administrators
- Special education teachers
- Regular education teachers
- Pupil personnel staff
- Committee on the Handicapped members
- Board of Education members
- Representatives of other public, private and voluntary agencies and organizations which serve handicapped children
- College and university personnel
- Students
- Parents of handicapped children including those of preschool age

What training is available through the centers?

Needs assessment information is used to determine the training which is available on a broad variety of topics including:

- Participation in the I.E.P. Planning Conference
- Least Restrictive Environment
- Committee on the Handicapped Roles and Responsibilities
- Individualized Education Programs
- Due Process
- Laws and Regulations
- Instructional Media, Materials and Technology in Support of I.E.P.'s
- Placement Procedures
- The Components of the I.E.P.:
  - — Present Levels of Performance
  - — Assessment
  - — Annual Goals
  - — Instructional Objectives
  - — Instructional Activities
  - — Evaluation
  - — Record Keeping

Training is available for:

- Administrators
- Regular Education Teachers
- Special Education Teachers
- Physical Therapists, Speech Therapists
- Resource Room Personnnel and Itinerant Teachers
- Boards of Education
- Parents of Handicapped Children
- Committee on the Handicapped members

What information is available through the centers?

- Information about the laws and regulations which govern special education
- Information about current books and periodicals on educating handicapped children
- A collection of professional reference materials which are available on loan
- Information about statewide and local assessments of training needs
- Information about special education and related services which are available to the handicapped in the regions
- Information about a collection of more than 300 films on handicapped children which may be borrowed from the State Education Department
- Information about access to computerized data bases
- Information about the latest and most effective instructional media and materials which may be used or adapted for use with handicapped children

What personnel is available in the centers to provide training and information?

Each center has at least one Training Specialist who is an experienced special education teacher. Many centers are staffed by two or more trainers.

Do center staff members respond to individual requests for information and assistance?

Yes. Trainers may be contacted to consult with educators or parents on a request basis. In some centers, trainers may be able to visit classrooms to offer advice and information.

What State-level resources are available to the centers?

- State-level training on materials and methods which may be duplicated by local trainers
- Copies of training materials which are developed/purchased by the Bureau of Program Development for centers
- State Education Department information bulletins, newsletters, guidelines, handbooks, manuals, fliers
- Access to data bases
- Access to data on statewide assessments of training needs
- Consultation and technical assistance from State Education Department personnel
- Funding of some center activities
- State-provided training to specific populations working with the handicapped

Where are the centers located?

A complete list of the addresses and telephone numbers of the centers is also included. The map on the back page shows the location of the centers.

How can I find out more about the State Training Network?

Contact:

New York State Education Department
Bureau of Program Development
Room 1061, Education Building Annex
Albany, New York 12234
(518) 474-2251

DIRECTORY OF SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS IN NEW YORK STATE

Albany-Schenectady-Schoharie BOCES SETRC
Maywood Elementary School
1979 Central Avenue
Albany, N.Y. 12205
PHONE: (518) 456-9069

Allegany County BOCES SETRC
c/o Learning Diagnostic Center
33 Willetts Avenue
Belmont, N.Y. 14813
PHONE: (716) 268-7652

Broome-Delaware-Tioga BOCES SETRC
P.O. Box 1450
Upper Glenwood Road
Binghamton, N.Y. 13902
PHONE: (607) 729-9301 Ext. 220

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, N.Y. 14206
PHONE: (716) 852-8485

Cattaraugus-Erie-Wyoming BOCES SETRC
Windfall Road
Olean, N.Y. 14760
PHONE: (716) 372-8293

Cayuga County BOCES SETRC
234 South Street Road
Auburn, N.Y. 13021
PHONE: (315) 253-0361 Ext. 52

Chautauqua County BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, N.Y. 14063
PHONE: (716) 672-4371 Ext. 278

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, N.Y. 12901
PHONE: (518) 561-0100

Cortland-Madison BOCES SETRC
McEvoy Education Center
Clinton Avenue Extension
Cortland, N.Y. 13045
PHONE: (607) 753-9301

Dutchess County BOCES SETRC
RD #1, Salt Point Turnpike
Poughkeepsie, N.Y. 12601
PHONE: (914) 471-9200 Ext. 42

Erie BOCES #1 SETRC
2 Pleasant Avenue West
Lancaster, N.Y. 14086
PHONE: (716) 686-2016

Erie #2-Cattaraugus BOCES SETRC
4071 Hardt Road
Eden, N.Y. 14057
PHONE: (716) 992-3413

Franklin-Essex-Hamilton BOCES SETRC
Box 28
North Franklin Education Center
Malone, N.Y. 12953
PHONE: (518) 483-1390

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, N.Y. 14020
PHONE: (716) 343-1400

Greene-Delaware-Schoharie-Otsego BOCES SETRC
Rexmere Park
Stamford, N.Y. 12167
PHONE: (607) 652-7531 Ext. 53

Hamilton-Fulton-Montgomery BOCES SETRC
FMCC Route 67
Johnstown, N.Y. 12095
PHONE: (518) 762-7754

Herkimer-Fulton-Hamilton-Otsego
BOCES SETRC
Gros Boulevard
Herkimer, N.Y. 13350
PHONE: (315) 866-6040 Ext. 280

Jefferson-Lewis-Hamilton-Herkimer-
Oneida BOCES SETRC
Outer Arsenal Street
Watertown, N.Y. 13601
PHONE: (315) 788-0400

Livingston-Steuben-Wyoming BOCES SETRC
3 Parkway Education Center
Leicester, N.Y. 14481
PHONE: (716) 382-3331

Madison-Oneida BOCES SETRC
Spring Road
Verona, N.Y. 13478
PHONE: (315) 363-8000 Ext. 220

Monroe #1 BOCES SETRC
41 O'Connor Road
Fairport, N.Y. 14450
PHONE: (716) 377-4660 Ext. 229

Monroe #2 Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, N.Y. 14559
PHONE: (716) 352-2443

Nassau County BOCES SETRC
Salisbury Center
Valentine's Road and The Plain Road
Westbury, N.Y. 11590
PHONE: (516) 997-8700 Ext. 290

New York City SETRCs:

New York City SETRC
400 First Avenue-7th Floor
New York, N.Y. 10010
PHONE: (212) 686-6120

Edward R. Murrow High School
1600 Avenue L
Brooklyn, N.Y. 11230
PHONE: (212) 258-0188

Kissena School
65-11 155th Street
Flushing, N.Y. 11367
PHONE: (212) 359-7107

Occupational Training Center
155 Thompkins Avenue
Staten Island, N.Y. 10301
PHONE: (212) 273-7800

Oneida-Madison-Lewis BOCES SETRC
Box 70-Middle Settlement Road
New Hartford, N.Y. 13413
PHONE: (315) 792-4605, 792-4614

Onondaga-Madison BOCES SETRC
6820 Thompson Road
Syracuse, N.Y. 13211
PHONE: (315) 437-0248

Ontario-Seneca-Yates-Cayuga-Wayne
BOCES SETRC
Finger Lakes Education Center
RD #2
Stanley, N.Y. 14561
PHONE: (315) 526-6042

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, N.Y. 10924
PHONE: (914) 294-5431 Ext. 244

Orleans-Niagara BOCES SETRC
4124 Saunders Settlement Road
Sanborn, N.Y. 14132
PHONE: (716) 731-4145 Ext. 33

Oswego BOCES SETRC
P.O. Box 488 County Route 64
Mexico, N.Y. 13114
PHONE: (315) 963-7252

Rensselaer-Columbia-Greene BOCES SETRC
1562 Columbia Turnpike, Castleton, N.Y. 12033
(Mailing Address:
1550 Schuurman Road
Castleton, N.Y. 12033)
PHONE: (518) 477-8741

City of Rochester SETRC
Central Administrative Offices
131 Broad Street West
Rochester, N.Y. 14608
PHONE: (716) 325-4560 Ext. 2711

Rockland County BOCES SETRC
61 Parrott Road
West Nyack, N.Y. 10994
PHONE: (914) 623-3828 Ext. 266

St. Lawrence BOCES SETRC
Northwest Technical Center
Park Street
Ogdensburg, N.Y. 13669
(Mailing Address:
Box 231
Canton, N.Y. 13617)
PHONE: (315) 353-8894 a.m.
393-2000 p.m.

Saratoga-Warren BOCES SETRC
Meyers Education Center
Henning Road
Saratoga Springs, N.Y. 12866
PHONE: (518) 584-6741

Schuyler-Chemung-Tioga BOCES SETRC
431 Philo Road
Elmira, N.Y. 14903
PHONE: (607) 739-3581 Ext. 223

Steuben-Allegany BOCES SETRC
6666 Babcock Hollow Road
Bath, N.Y. 14810
(Mailing Address:
Wildwood Campus-Bldg. #3
North Main Street Extension
Hornell, N.Y. 14843)
PHONE: (607) 324-5325, 324-5893

Suffolk #2 BOCES SETRC
Greene Avenue School
Greene Avenue
Sayville, N.Y. 11782
PHONE: (516) 567-1121

Sullivan BOCES SETRC
Ferndale Loomis Road
Box 391
Liberty, N.Y. 12754
PHONE: (914) 292-4332

Syracuse City SETRC
725 Vine Street
Syracuse, N.Y. 13203
PHONE: (315) 425-4685

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, N.Y. 14850
PHONE: (607) 257-1551 Ext. 276

Ulster County BOCES SETRC
175 Route 32 North
New Paltz, N.Y. 12561
PHONE: (914) 255-1402

Washington-Warren-Hamilton-Essex
BOCES SETRC
Special Education Building
Dix Avenue
Hudson Falls, N.Y. 12839
PHONE: (518) 793-7721 Ext. 219

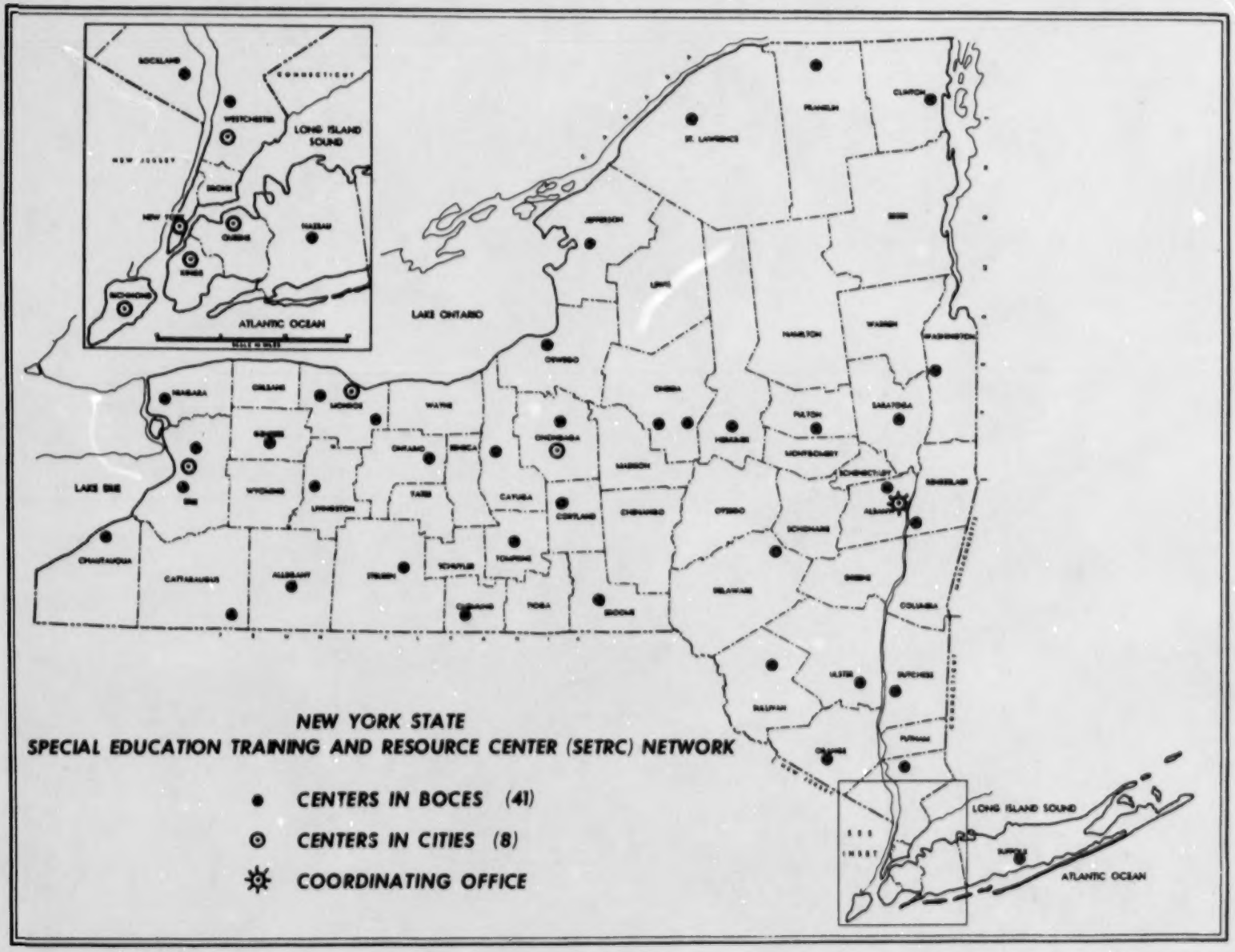
Westchester-Putnam BOCES #1 SETRC
Pinesbridge Road
Yorktown Heights, N.Y. 10598
PHONE: (914) 245-2700 Ext. 245

Westchester BOCES #2 SETRC
Learning Resource Center
Concord Road
Ardsley, N.Y. 10502
PHONE: (914) 761-3400

Yonkers City SETRC
School #32 Dexter Road
Yonkers, N.Y. 10701
PHONE: (914) 963-0592

Coordinating Office:

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Division of Development Support Services
Bureau of Program Development
Albany, N.Y. 12234
(518) 474-2251


LAKE ONTARIO
LAKE ERIE
LONG ISLAND SOUND
ATLANTIC OCEAN
NEW YORK STATE
SPECIAL EDUCATION TRAINING AND RESOURCE CENTER (SETRC) NETWORK
CENTERS IN BOCES (41)
CENTERS IN CITIES (8)
COORDINATING OFFICE

INFORMATION CHECKLIST

SINGLE COPIES of the items which are listed on this checklist are available at no cost from the Office for Education of Children with Handicapping Conditions. To receive a copy of any of the items listed below, check off the items which you would like to receive in the space provided, write your name and address on the spaces listed below and return this form to:

The Bureau of Program Development
Room 1061, Education Building Annex
Albany, New York 12234

Please allow 6 - 8 weeks for delivery.

NAME:_____ POSITION:_____

ADDRESS: _____

_____

ZIP CODE: _____

Laws and Regulations

___1. Article 89 of the Education Law

This section of the State Education Law spells out the educational responsibilities of local school districts and the State Education Department to handicapped children. It includes Chapter 853 of the Laws of 1976 and Chapter 470 of the Laws of 1977.

___2. Part 200 of the Rules and Regulations of the Commissioner of Education

These state regulations establish what must be done to implement Article 89 of the Education Law. Revised to October 16th. 1978.

___3. Chapter 47 of the Laws of 1977

This state law discusses fiscal responsibility for providing educational services to children from Mental Hygiene programs and facilities who are being educated in local school districts.

___4. Chapter 53 of the Laws of 1977

This state law discusses state aid for children with learning disabilities.

___5. Chapter 368 of the Laws of 1977

This state law relates to the access of physically handicapped persons to meetings and public hearings.

___6. Chapter 757 of the Laws of 1977

This state law gives the State Education Department responsibility for establishing and enforcing standards of instruction and personnel qualifications for educational programs which are administered by the Department of Mental Hygiene, the Division for Youth and the Department of Social Services. Includes Part 116 on implementation of the law.

___7. Chapter 786 of the Laws of 1977

This state law authorizes Boards of Cooperative Educational Services to furnish to nonpublic schools instructional support services which are provided to component school districts.

___ 8. Chapter 66 of the Laws of 1978

This state law relates to the education of children resident in facilities of the Department of Mental Hygiene.

___ 9. Chapter 410 of the Laws of 1978

This state law relates to educational services for autistic children.

___10. Chapter 786 of the Laws of 1978

This state law relates to excess cost aid for school districts for handicapped pupils requiring special class placement for more than eighty percent of the school day.

___11. Chapter 721 of the Laws of 1979

This state law relates to the education of children residing in intermediate care facilities for the mentally retarded.

___12. Public Law 94-142

This federal law mandates the education of all handicapped children and requires due process procedures, Individualized Education Programs and other safeguards which protect the educational rights of handicapped children.

___13. Final regulations on Public Law 94-142, Federal Register, August 23, 1977

These regulations establish procedures to implement PL 94-142 at the state and local level.

___14. Final regulations on Section 504 of the Rehabilitation Act of 1973, Federal Register, May 4, 1977

These regulations establish procedures relating to nondiscrimination on basis of handicap and program accessibility.

Publications

___1. Your Child's Right to an Education: A Guide for Parents of Handicapped Children in New York State

This handbook is written for parents of children who require special education. It explains the financial and educational responsibilities of the state and local educational agencies to these children.

___2. Your Child's Right to an Education

The above guide translated into Spanish. (El Derecho De Su Niño A Una Educacion)

___3. Suggested Guidelines for Carrying Out the Responsibilities of the Committee on the Handicapped

This handbook is written for members of the Committee on the Handicapped. It explains the legal responsibilities of the Committee and presents recommended guidelines for carrying out these responsibilities.

___4. Suggested Guidelines for...Committee on the Handicapped

The above guide translated into Spanish. (Las Direcciones Para Llevar A Cabo Las Responsabilidades Del Comite Para Los Incapacitados)

___5. Section 504 subpart C, an overview of program accessibility

This bulletin is written for school districts to assist them in their efforts to comply with this section of federal law.

___6. The Individualized Education Program, A Guide for Development

A working reference and guideline for those directly involved in the process of development, implementation and review of individualized education programs for children with handicapping conditions.

___7. Services for the Handicapped: Linking Special Education, Occupational Education and Vocational Rehabilitation

A summary of the major problems, issues and recommendations for combined action as determined by seven 1979 regional conferences.

Brochures and Other Available Materials

___1. Does Your Child Need Special Help in School?

This brochure introduces parents to basic educational rights and services that are available to children who require special education. Information in the brochure is in Spanish and English.

___2. Newsbriefs

Published 4 times a year, the Office for Education of Children with Handicapping Conditions newsletter contains information about changes in State and Federal legislation and policy which affect the education of children who require special education.

___ If you wish to be placed on the mailing list, check here.

___3. Questions and Answers about Special Education in New York State

This is a series of brochures answering some questions which are frequently asked about special education.

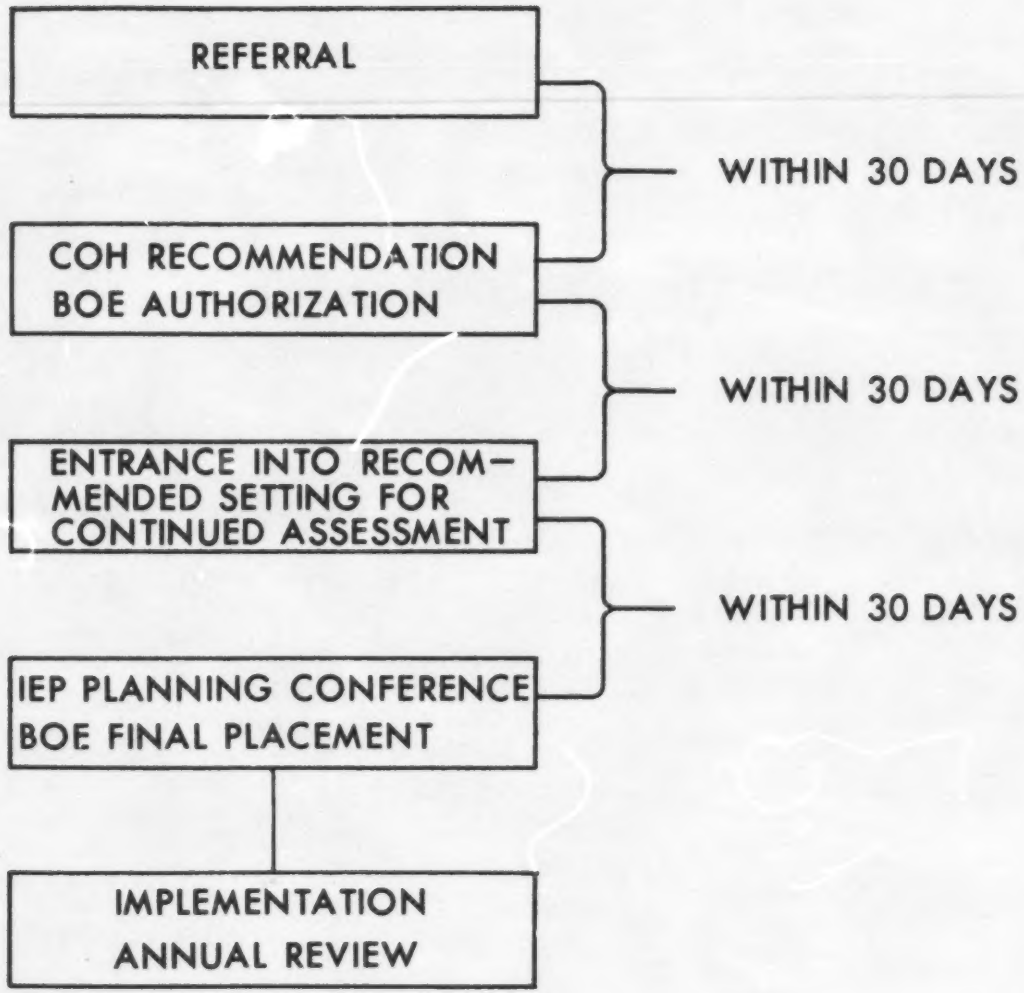
___4. Do You Need Training and Information on Educating Handicapped Children?

A description of the services available through the Bureau of Program Development and the New York State Training Network including the addresses and telephone numbers for the 50 Associate Centers.

___5. Map of OECHC Regional Offices

This map shows the location of all the regional offices and the areas they serve. It includes addresses and telephone numbers.

IEP DEVELOPMENT TIMELINES



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